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# WORLD EDUCATION

## *Civic Action In School Environment (CASE) Project*

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**Second Annual Report**  
**October 2004 – September 2005**

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## Introduction

The Civic Action in the School Environment (CASE) Project, executed by World Education, operates within the framework of USAID's Global Strategic Objective: *More Children Receive on an Equitable Basis a Quality Basic Education*. The project builds on the work of the USAID-funded PENGOP project (Phases I & II), also carried out by World Education which began in October 1994 and ended in September 2003. That project strengthened parents associations (*Associations des parents Elèves, APE*) in over 1,300 schools and raised the profile of the APE movement to that of a national and legitimate stakeholder partner in the formal education system of the country.

Started in October 2003 for a period of two years, the CASE project aims at achieving the following Strategic Objective: an ***“Increased participation of civil society in the design and management of the primary education system in Benin”***. Intermediate (IR) and sub- results (SubIR) are the following:

- ***IR1: An improved legal and institutional environment that is favorable for full parental participation in the education system.***
  - ✓ *SubIR1.1: APE federations perform well as institutions, administratively, financially and programmatically.*
  - ✓ *SubIR1.2: Rules and procedures governing the awarding and management of school infrastructure project contracts ensure that the lead role of the A.P.E. and AME is guaranteed.*
  - ✓ *SubIR1.3: A.P.E. federations play a major role in the development of communal education work plans and budgets.*

IR1 builds on World Education's experience and extends the aim of the old PENGOP project to that of creating the favorable conditions that can allow the parents' movement to operate to its fullest potential in the education system.

- ***IR2: Parents' movement is representative of all parents and ensures that priority is given to gender equity and cultural constraints on girls' education***
  - ✓ *SubIR2.1: Mothers begin to play an important role in school affairs, through their participation in A.M.E.s and A.P.E.s.*
  - ✓ *SubIR2.2: Strengthened AMEs and APEs create a more favorable socio-economic environment for girls education at community, district, regional and national.*

IR2 introduces a strategic framework that will be constructed, tested, and adapted according to local realities, and will effectively involve women as full civil society participants in the design and management of the education system.

**Cross-cutting activities** relate to the fight against HIV/AIDS with the objective of having all the project's actors (especially parents, who have been largely neglected in this regard by other projects) involved in the fight against the pandemic in the school environment.

World Education is proud to present the CASE project's second annual report. It contains a discussion on each intermediate result, some success stories drawn from quarterly progress reports, a follow up of progress made towards achieving planned outputs, and activities planned for the

remaining six months (October 2005 – March 2006). We would like to thank USAID Benin which has decided to allow a six months extension that will give more time for the AME experiment to play out and to cover more CAPEs (district APE federations) so as to create the momentum necessary that can potentially induce qualitative change at the higher levels of the parents' movement.

### **A more favorable legal and institutional environment towards enabling full parental participation in the education system (IR-1)**

Our work to improve the legal and institutional environment for the promotion of stakeholder involvement has moved forward, but has been complicated by the failure of FENAPEB to follow through on its own recommendations to put in place new regulations on civil society involvement in education based on the national education law which favors a more substantial stakeholder involvement.

Progress made during the second year in the area of the enabling legal and institutional environment comes from the impact of our work with APE co-ordinations at the commune (district) level. The project has stimulated various advocacy activities that are resulting in local regulations and arrangements to follow up the implementation of the MEPS instructions on co-management and to improve the district heads' (mayors') engagement in school affairs. Mayors seem ready to push for parents to take a leading role in managing local school infrastructure projects. We expect this process to continue for the remaining months of the project.

The district federations made preparations during the period to hold elections to vote in new officers. We hope that these preparations auger for an overall re-make of the national and regional level structures of the parents' movement.

### **APE federations perform well as institutions (Sub IR1.1)**

While we remain concerned about the overall future of the parents' movement, our activities, by common consent with USAID (and in accordance with the recommendations of the PENGOP II evaluation), have concentrated at the commune level. Contact has been maintained at the higher levels, but it is not apparent that movement is likely in the near future, if at all. The national and regional organizations do, from time to time, meet with national leaders, but it is becoming recognized that they no longer represent the voice of the parents' at the grassroots.

As mentioned above, the six month no-cost extension agreed to between USAID and World Education allowed us to expand our direct work relations with CAPEs from 6 to 18. This expansion has allowed us to improve CASE synergy with two other U.S. government funded projects executed by World Education, the USDoL (in effect, the U.S. Labor Ministry)-funded Child Trafficking project (EFP), and the USAID/Washington directly funded Ambassadors' Girls' Scholarship Program (AGSP), as well as the World Food Program/World Education School Canteen Management program.

We conducted our usual institutional assessment exercises with the CAPEs in order to tailor our training to the needs thereby identified. We also helped CAPEs identify lobbying strategies that could be useful for them to push their own local and national agenda issues. The CAPEs lack of access to reliable statistics, compounded by their lack of technical skill in analyzing and using

statistics reduced the potential effectiveness of CAPEs as strong pressure groups on educational issues. And, again, without functioning regional and national parents' federations, it was difficult for the various districts to coordinate among themselves on what were the real priority issues, and how they should best take them on. At the local level, it was clear that school-level APEs were becoming frustrated by the lack of effectiveness of the CAPEs, and it seemed inevitable that major changes in CAPE leadership were in the offing for the October 2005 to March 2006 period. While a change in membership will be welcome, we see the need for more basic, fundamental change in the way the parents' movement is structured, and how it relates to the government if there is to be real civil society involvement in the public education debate in this country. But it has to come from within. The membership change may be the first step in this direction...

### **Joint training sessions of schools directors and parents on co-management**

After predictably difficult negotiations concerning the modalities of collaboration between our institutions, we finally reach an agreement with the Ministry of Education's Direction of the Inspection and the Internal Verification (DIVI) to initiate a series of joint trainings of the Schools Directors (Principals) and APE (Parents) concerning the co-management of school resources. This activity represents a continuation of a similar (but much smaller) effort started by World Education and DIVI under the PENGOP project, and which had been judged as very promising.

The advantage to having joint training is that information from both (government and NGO) sources is made available to both parties at the same time, avoiding the "he says, she says" arguments used later to disavow attempts to apply the principles of co-management. 18 sessions involving representatives from the totality of the targeted primary schools in the six project districts (*communes*) were organized. After the training a follow up visit was carried out at a sample of schools. **It was found, unfortunately, that in many, if not the majority of cases, school directors are avoiding the application of MEPS instructions regarding co-management.** In fact, several school directors have been found in direct violation of MEPS procedures. This situation has been brought to the attention of the commune-level coordination bodies for APEs (CAPEs), who often take decisions to lobby their respective communal authorities to reverse the trend. However, World Education needs to initiate better collaboration with other partners involved in education (IFESH, EQUIPE, etc.) if school directors are to receive the correct training and documentation of the regulations to avoid putting themselves in danger of breaking existing legislation and procedures.

### **Improving the lobbying skills of CAPE members**

As decentralization increasingly becomes the guiding principal of local governance in Benin, the role of the APE federations at the commune level (CAPEs), it is important that parents be able to make their voices heard by their elected councilors and mayors. Single school APEs are unlikely to be able to influence local decision-makers, but as they group themselves into district level federations and coalitions representing anywhere from 20 to 120 schools, their influence potentially increases.

For this to happen, however, CAPE members must master certain skills that can serve to promote their ideas. At the end of April, World Education organized a training of representatives from five of the six CAPEs covered by CASE at the Songhai Centre at Ouando (Porto-Novo) that included the following terms:

Definitions of the terms “citizen,” “civil society,” and “term of office;”  
Characteristics of a CSO (civil society organization);  
The “space” occupied by CSOs in terms of governance within a country;  
How to design a specific lobbying operation to meet priority needs; and  
Effective strategies for lobbying.

At the end of the training, draft lobbying projects were identified, prioritized, and submitted to World Education for co-funding. With the support of the project, three of the participating CAPEs began their lobbying activities with strategies that were designed to allow parents to more fully participate in the management of the school.

The main objective of these lobbying efforts was to put an end to the silence up to now maintained by local authorities in the face of abuses of MEPS’ instructions on school resources co-management. The CAPEs of Kandi, Houéyogbé and Pèrèrè used the results that came from the assessment of co-management carried out by the DIVI and World Education, reinforced by information collected themselves from the field. The main recommendation that came out of these discussions was to put into place an oversight structure that would observe the level of implementation of co-management principles at the commune level. Members of this structure would include municipal counselors, representatives of the district education office, parents (CAPE) representatives, and representatives of teachers unions. Discussions are actually on-going to set up this oversight structure in practical terms in the near future.

### **Rules and procedures governing awarding and management of school infrastructure projects ensure that lead role of APE is guaranteed (Sub IR1.2)**

Benin is currently in the process of decentralizing its governance structures with elected commune councils increasingly becoming the key players in governing the residents of their respective areas. In the education sector, however, the decentralization is so far limited to questions of infrastructure (construction and maintenance of buildings and equipment).

The law governing the awards of public works states that the mayor is responsible for all the process. No steps were taken to include parents’ associations in an explicit manner. However, every mayor of a commune in which CASE operates has accepted an important role for the APE in projects to be co-financed by World Education. To deal with the problem in a structural way, advocacy activities are planned to make the majors issued official texts which involve parents’ associations in the construction and maintenance of school infrastructure.

To gear these activities, World Education organized a study visit on infrastructure contracting procedures for the local councilors and CAPE of the communes of Houéyogbé, Djakotomey, Aplahoué, Kandi, Nikki and Pèrèrè. The objective was to exchange with the communes of Coby and Boukoumbé on their experience in participative infrastructure contracting procedures before the decentralization and nowadays, in the era of decentralization.

Concerning lobbying for an increased role of parents in infrastructure construction and maintenance, the CAPEs of Aplahoué and Nikki have been the most active. There have been

moves to draw up local regulations by which the mayor's offices, at the district level, can draw up legislation which will ensure that parents have a prominent role in the construction and repair of school buildings being put up in their areas. Mayors have proven to be very open to the idea that parents will have a major role in the choice and control over contractors carrying out school infrastructure projects (especially those financed by World Education), even when official rules are not in place. However, most people feel it is best that procedures be formalized. World Education has worked with the CAPE to draft legislation that can be discussed, modified, and enacted by mayors and their local councils when they are ready to do so.

### **APE federations play major role in drawing up communal education work plans and budgets (Sub IR1.3)**

As a result of activities described above, in all the communes in which World Education operates, the CAPEs have become a key actors, recognized as knowledgeable in the education area, and able to resolve problems that affect their member APEs at the school level. Consequently, they are involved by the mayors in all the processes regarding education at the commune level.

### **Parents' movement is representative of all parents and ensures that priority is given to gender equity and cultural constraints on girls' education (IR2)**

The Mothers' Associations (*AMEs*), individually, develop at their own pace, and in their own way. They are not "cookie-cutter" institutions, modeled on APEs or any other structure. They have given themselves local names in the language of their localities. This phenomenon is not the imposition of an outside model on local women, but the individual responses of local women to their needs as parents of school children. The micro-projects they have developed have led to/and or contributed to the development of local village education plans.

The very effective assessment tools (ERO and EAF) that World Education has been using over the past 10 years has been re-tooled, after field testing, for use with AMEs so that training can be better tailored to the specific needs of individual AMEs over time. The field testing was done in collaboration with various education stakeholders. The assessments allowed the team to discover the impressive accomplishments of the AMEs in the southern zones (Mono-Couffo) of CASE, and to bring the AME ERO into line with the specificities of this type of structure as opposed to the APEs, which have a more formal institutional design that is the same throughout the country (even the CEDAO region, and perhaps, the entire francophone world), and was set up by the MEPS.

The performance evaluation of the AMEs and APEs in the project zones showed that:

- The AMEs have maintained their original missions from a year ago, when they were established;
- While AMEs have commonly understood operational rules, these were seldom written down;
- The partnership between the AMEs/APEs and the school directors continues to work well;
- The level of organizational management practices continues to be acceptable;
- All expenses are recorded in cash books;
- Prior to all association purchases and expenses, members meet to discuss the options and the cost of needed supplies, services and/or equipment;

- Girls' education remains a priority in project villages, and activities to ensure that education for all children have become a reality in the target zones.

The AMEs future, whether as structures that are independent but linked to APEs, completely independent (as in Burkina Faso, or structures that will be wholly absorbed by the APEs or by the government-organized “Mothers’ Clubs” remains to be seen. World Education does not see the issue as urgent, and prefers that the various experiences have time to develop and evolve at their own pace, according to each local situation.

A mission undertaken by World Education (Boston) Senior Staff Assistant Jane Rosser and Benin Program Assistant Alison Haight resulted in the findings summarized on the following page.



Lessons learned from World Education's experience with membership-based parent school associations in poor communities in 9 countries in Africa, the Middle East and Asia are currently being applied to its work with AMEs in Benin. These include:

- Providing systematic and structured training in areas of organizational development including governance structures (even if, at this point, largely informal), transparent management and simple governance procedures, basic program planning and management, financial management, issues advocacy and resource mobilization.
- Utilizing participatory, learner-centered training techniques to ensure that all members are fully engaged in the learning process and self-evaluation methodologies to enable members to jointly assess the growth and capacity of their organization.
- Promoting experiential learning approaches that enable members to apply recently acquired skills and knowledge to actual situations such as advocacy campaigns or school improvement projects and jointly reflect on their actions.
- Providing organizational development support that ensures that members are inculcated with the need for transparency in electing officers and financial and program management decision-making.
- Ensuring that the organization is focused, at least initially, on one or two member-identified critical issues.
- Providing mechanisms that address inequitable participation by members due to issues of gender, class, social/cultural status, economic status or educational level.
- Ensuring that the organization has the capacity to successfully advocate with resource providers and policy makers.
- Promoting a policy environment that discourages outside dominance (by men, or by the school administration) in the governance of women-owned and controlled organizations.

### **Mothers begin to play important role in school affairs, through their participation in AMEs and APEs (Sub IR2.1)**

In terms of promoting the wider participation of civil society in the education sector in the country, it was initially feared that the establishment of *AMEs* would cause intra-village rivalry between them and the long-established *APEs*. This has not at all been the case, as we have insisted that the role of the *APE* should remain as the principal, if not unique civil society interlocutor between the

community and the school. *AMEs* are created to provide the “space” for women to discuss freely, among themselves, problems and priorities as they see them at their schools. When priority issues and suggested solutions are freely reached, they bring them to the attention of the *APE* for consideration and eventual insertion in the school action plans for the year and beyond. As the women have demonstrated great interest in education, and have been enthusiastic about joining the new *AMEs*, the *APEs* themselves have become aware that the women’s views have often been ignored or neglected in the past, and so have expressed interest in bringing more women on to their boards of directors, a very positive sign indeed. The *AMEs*, while applauding this development, by and large still want to keep their own structures going as well to provide the “free space” they need to work on the issues in their own way. We do not see this as a problem, and, in any case, feel that the villages will work out their own solutions according to their own situations.

The gender sensitivity of *APE* has also been the subject of discussions based on a new training module developed by World Education. In several cases, it has been decided to bring on two additional women to *APE* Boards of Directors. Some *AME* members from CASE villages have made the decision to stand as candidates for the next *APE* elections, due at the 2005-2006 school year opening in October.

### **Strengthened *AMEs* and *APEs* create a more favorable socio-economic environment for girls education community, district, regional and national (Sub IR2.2)**

As for the 36 CASE *AMEs* themselves, a large number of locally funded initiatives have been launched by the women themselves to improve the school environment and educational opportunities in their localities. More than 300 separate initiatives have been taken to this point, some small, some larger, but all self-funded (see annexed table for details) by the *AME* (or co-funded with the *APE*). These initiatives attest to the fact that the experience has started well, and on an independent footing. World Education is seeking to build on these initiatives through the development of larger *micro-projects* that will increase impact and civil society participation in the education sector at the local level.

As part of the effort to support the *AMEs* in readying their villages for the school opening in October, radio programs have been prepared and have aired in the project zones by the CASE project partner community radio stations. These programs centered on such issues of importance as the necessity of making sure that all children had correct documentation like birth certificates. This allowed the *AMEs* to organize at the local level discussions that allowed people to organize themselves to undertake the measures that were necessary to accomplish the needed activities. It was as part of this that most of the *AMEs* undertook a census of the school age children in their communities and organize campaigns to ensure that the identified children actually would enroll in school, especially girls.

The equitable treatment of boys and girls was a subject brought to the attention of parents by World Education trained and supervised NGO field agents. Through the use of visual aides depicting typical domestic scenes, parents have been able to discern inequitable treatment of boys and girls by parents. *APEs* and *AMEs* decided to organize special sessions to discuss these problems with all school parents in their villages. Sessions have been done through special “General Meetings” of parents, at baptism ceremonies, discussions at the individual household level, and meetings with

schoolboys to make them more aware of how they are currently treating their sisters, and the need to improve the situation regarding household chores.

### **Cross-cutting activities**

Concerning our work in the HIV/Aids Sector, 44 micro-projects have been co-funded with *AMEs*, *APEs* and *CAPEs*. Specifically, these projects concern:

Film shows followed by debates at the school, with community members (parents, students, teachers, authorities) invited to participate;  
The establishment of HIV/AIDS information networks between *AMEs*, *APEs*, and students in the 5<sup>th</sup> and 6<sup>th</sup> grades (CM1 and CM2);  
Household level chat sessions about the phenomenon of HIV/AIDS and what it means for individuals, the village, and for the country;  
Information about locally available voluntary testing and counseling;  
Negotiations with voluntary testing units to sponsor “voluntary testing days”; and  
Holding “voluntary testing days.”

All the *AMEs* and *APEs* in the project target zones carried out BCC (social communication) activities characterized such as: film shows followed by debates in which PLWHAs (persons living with HIV/AIDS) were key participants, and discussions at the household level around the HIV/AIDS theme. Both parents and young people (including students) were involved in these activities. In this regard, the themes developed by the community-level volunteers who had been identified as change agents by the Mothers' Associations and trained by CASE in anti-HIV/AIDS work centered around identifying the ways the disease is transmitted between people, means of prevention, and the necessity and ways the community could take responsibility for people infected and affected by the disease. Also, the importance of testing for the presence of the virus was emphasized.

The result of these activities was the raising of awareness of the participants of the existence and dangers of the HIV/AIDS pandemic. Abstinence and limiting the number of sexual partners are the main messages of the program. The campaign has also led to the setting up of selling places for condoms, and interested people learning about the existence of testing centers and how these operate. Certain *AMEs* made contacts with these centers concerning the possibility of organizing voluntary testing campaigns in their areas. We would like to thank here the various organizations working in the project zones in the fight against HIV/AIDS for their enthusiasm and willingness to work with the Mothers' Associations in these efforts.

The six original *CAPE* participants in CASE also became involved in activities to fight the HIV-AIDS pandemic through their participation in the World AIDS Day activities. Students, teachers and parents were included in these events.

### **Success stories**

- 1) Tchikandou (Nikki): The school director integrated (on his own, following what he had witnessed through the *AME* initiatives), lessons concerning HIV/AIDS for his students.

- 2) The *AME* experience continues to develop in a satisfactory manner. The concept has been accepted by practically all actors in the education sector. Even the Minister of Education has launched her own initiative, “Mothers’ Clubs” (*Clubs des mamans*) in primary schools throughout the country in order, like the *AMEs*, to widen the base of public participation in the education sector to include adult women, who had been largely excluded by *de facto* male domination of the PTA (*APE*) movement in Benin. Many of our NGO partners have expressed the hope that the *AME* experience can be spread to new villages. Some agencies have launched their own versions of the *AMEs* in villages in their zones of activity.

### **3) Towards APE financial autonomy**

As part of our efforts over the years to support parents’ associations, World Education contacted a sister U.S. PVO, Appropriate Technology International (ATI), more recently known as Enterprise Works, also, like World Education, the beneficiary of a grant from USAID, which was looking for local groups interested in trying out its new varieties of palm oil trees. World Education suggested that parents’ associations (APEs) might be willing to work with ATI in this regard, as they were looking for ways to gain a steady income that would provide them with a way to support their local schools. Several APEs opted to accept ATI’s offer to collaborate. The parents would purchase the seedlings at a subsidized rate, provide the land and labor, and tend the trees until they were of an age when they could start producing oil seed. A big commitment.

It was in this way that in 2001, the APE of Agbodonhoungnin, located in the commune of Klouèkanmey (Couffo region) planted just behind the school 2 hectares of palm seedlings, spaced at 56 plants per hectare, making a total of 112 plants in all. It was not easy for the APE to convince everyone that this was a wise investment, since land in the area is very scarce.

It started out looking bad indeed: certain plants died, but the APE members did not lose heart, and they continued to cultivate what remained, with help from the school children and teachers. When ATI, informed by World Education, noticed that the APE was maintaining interest, it decided to replace the dead seedlings. The parents and the school children continued with the weeding, and worked out a plan whereby teachers would organize the students into rotating work groups to make sure that the work was done on regular intervals. This made the work easier for everyone.

In at least one other nearby village, unemployed youths came back to another of the ATI-WE partner villages and tore up all the plants because they felt the APE had no right to take away land that they hoped would be reserved for them when they eventually returned to the village.

Three years hence, in 2004, the APE started to harvest the oil. Each plant produced 8 bunches of palm oil nuts, which were sold, with revenues put into the APEs account at the credit union.

According to the parents, the future prospects are bright. They are sure that the plantation will progressively be able to take care of their needs in terms of funding the school’s needs for desks, benches, books and supplies and repairs to the buildings.

### **Outputs attained during the two first years and activities planned for the remaining period**

The following table shows the progress made towards achieving planned outputs as well as it shows the activities planned for the remaining period.

CASE project Outputs (Original and New)	Planned for Year 1	Comple ted Year 1	Now Planned Year 2	Comple ted Year2	Comple ted Year 1 and Year 2	Project ed for ½ Year 3	Origina lly Planne d EOP	Now planne d for EOP	Difference between Original and Actual	Commentary
Revise ERO-EAF Assessment tools	2	2	1	1	3	0	2	2	1	
Resource people trained in use of ERO-EAF of federations	78	14	102	86	100	51	156	151	-5	See below: Yr 2 activities originally planned for federations now will take place with CAPEs
Institutional Assessments of Federations Completed	14	13	34	14	27	23	52	50	-2	See below: Yr 2 activities originally planned for federations now will take place with CAPEs
Institutional strengthening plans for federations drafted	26	7	13	7	14	17	21	31	10	See below: Yr 2 activities originally planned for federations now will take place with CAPEs
Report on implementation federation plans drafted	13	1	13	0	1	17	26	18	-8	See below: Yr 2 activities originally planned for federations now will take place with CAPEs
Training sessions in lobbying techniques for APE federations	1	1	1	1	2	3	2	5	3	See below: Yr 2 activities originally planned for federations now will take place with CAPEs
APE federation lobbying and other activities funded	1	2	12	11	13	8	27	21	-6	
Index of official texts and government regulations is updated and made available to key stakeholders	1	1	0	0	1	0	1	1	0	
New edition of APE reference manual is published	1	0	1	0	0	1	1	1	0	
New edition of reference manual is made available to key stakeholders			2000	0	0	2000	2000	2000	0	

CASE project Outputs (Original and New)	Planned for Year 1	Comple ted Year 1	Now Planned Year 2	Comple ted Year2	Comple ted Year 1 and Year 2	Project ed for ½ Year 3	Original ly Planned EOP	Now planned for EOP	Difference between Original and Actual	Commentary
Manual on the administration and co-management of public primary schools is drafted	1	0	1	1	1	0	1	1	0	MEPS has delayed in providing guidelines for the activation of the new legislation on education
Co-management manuals made available to stakeholders	2000	0	2000	0	0	2000	2000	2000	0	See above.
Protocol signed with DIVI, IFESH, World Education and FENAPEB for the training together of parents and school directors on the administration and co-management of schools	1	0	1	1	1	1	1	2	1	See below: Yr 2 activities originally planned for federations now will take place with CAPEs  FENAPEB has not been part of the protocol
Training sessions for joint training of directors and school parents carried out	16	2	16	18	20	12	32	32	0	
Reports on the evaluation of the joint training sessions of parents and school directors drafted	1	0	1	1	1	1	2	2	0	
Reports on the effective application and implementation of APE federations strategic plans are available for distribution.	0	0	13	0	0	13	13	13	0	See below: Yr 2 activities originally planned for federations now will take place with CAPEs
Strategic plans are drafted by the APE federations	0	0	13	0	0	12	13	13	-1	See below: Yr 2 activities originally planned for federations now will take place with CAPEs
APE federation General Assembly meetings are organized	14	9	26	8	17	10	52	27	-25	See below: Yr 2 activities originally planned for federations now will take place with CAPEs

CASE project Outputs (Original and New)	Planned for Year 1	Comple ted Year 1	Now Planned Year 2	Comple ted Year2	Comple ted Year 1 and Year 2	Project ed for ½ Year 3	Origina lly Planne d EOP	Now planne d for EOP	Difference between Original and Actual	Commentary
Study visits on infrastructure contracting procedures	2	0	2	6	6	6	2	12	10	
Commune contracts for infrastructure guarantee APE participation	4	0	4	5	5	5	4	10	6	
Training modules developed for contracting procedures	1	0	1	1	1	0	1	1	0	
Training modules developed for contracting procedures are made available to stakeholders	0	0	10	28	28	0	10	28	18	
Training sessions in participative diagnostic of education	6	6	0	0	6	0	6	6	0	
Diagnostic exercises carried out at primary school level	6	6	0	0	6	0	6	6	0	
District primary education plans drafted	6	1	5	0	1	5	6	6	0	
Study visit report on AME (BF) drafted	1	1	0	0	1	0	1	1	0	
Copies of BF report on study visit on AMEs made available	80	80	0	0	80	80	80	160	80	
Report of feedback workshop on the BF AME study visit	1	1	0	0	1	0	1	1	0	
Copies of the report on feedback workshop on the BF AME study visit made available	80	80	0	0	80	80	80	160	80	
AME communes selected	6	6	0	0	6	0	6	6	0	
Information trips on AME concept	9	12	0	0	12	4	9	16	7	
AME-type groups set up	35	36	0	0	36	0	35	36	1	



CASE project Outputs (Original and New)	Planned for Year 1	Comple ted Year 1	Now Planned Year 2	Comple ted Year2	Comple ted Year 1 and Year 2	Project ed for ½ Year 3	Origina lly Planne d EOP	Now planne d for EOP	Difference between Original and Actual	Commentary
Visits to girls' education projects by AMEs	4	6	0	0	6	2	4	8	4	
Reports on visits to girls' education projects available to stakeholders	4	6	0	0	6	2	4	8	4	
AMEs and the associated APE adopt strategies for the promotion of equitable and quality education	25	36	0	0	36	0	25	36	11	
Trainings of WE and NGO staffs in participative diagnostics of education (PDE) at village level by AMEs and others carried out	25	41	0	0	41	0	25	41	16	
PDEs carried out	16	36	0	0	36	0	16	36	20	
Village level primary education plans drafted	12	36	0	0	36	0	12	36	24	
Partnerships with community radios signed	6	4	2	0	4	2	6	6	0	
Scripts developed	23	7	28	21	28	0	35	28	-7	
Radio listeners' groups organized	80	6	214	104	110	30	220	140	-80	
Evaluation report on effectiveness of use of community radios is drafted and discussed	0	0	1	0	0	1	1	1	0	
AME/APE gender training modules developed	1	1	1	1	2	0	1	2	1	
Gender training sessions carried out	35	0	70	115	115	30	70	145	75	
HIV/AIDS training for APE federations	13	3	23	1	4	17	26	21	-5	

CASE project Outputs (Original and New)	Planned for Year 1	Comple ted Year 1	Now Planned Year 2	Comple ted Year2	Comple ted Year 1 and Year 2	Project ed for ½ Year 3	Origina lly Planne d EOP	Now planne d for EOP	Difference between Original and Actual	Commentary
HIV/AIDS training for APEs and AMEs	35	20	50	187	207	30	70	237	167	
HIV/AIDS projects funded	13	0	25	39	39	5	25	44	19	
AME and APE quality and equity in education projects are funded		0	0	10	10	10	0	20	20	Not planned originally
Quarterly financial reports	12	12	12	12	24	6	24	30	6	
Quarterly technical reports	4	4	4	4	8	2	8	10	2	
Annual Reports	1	0	2	1	1	1	2	2	0	
Project Evaluations	0	0	1	0	0	1	1	1	0	
Inventory completed	1	1	2	3	4	1	3	5	2	
Working agreements with NGOs signed	3	3	0	0	3	3	3	6	3	
NGO Sub-Grants signed	3	3	3	12	15	3	6	18	12	
Monthly meetings with NGO field agents	0	4	4	2	6	3	0	9	9	Not planned originally
NGO Audits	0	0	3	0	0	3	3	3	0	
Contracts with APE Federations	7	0	7	0	0	0	7	7	-7	
Sub-grants with Federations	7	0	14	0	0	11	14	11	-3	See below: Yr 2 activities originally planned for federations now will take place with CAPEs
Audits of federations	0	0	7	0	0	0	7	7	-7	
AME follow-up committee drafts its report	20	0	2	1	1	1	46	2	-45	Global reports are now planned, rather than reports on individual AMEs
Personnel recruitment	23	20	0	1	21	0	23	21	-2	
Personnel performance evaluations	23	0	46	19	19	20	46	39	-7	

## Conclusion

We are grateful to USAID for allowing us to carry on our activities in the form of a no-cost extension-modification until March 2006. We feel this will give us time to put some “meat on the bones” we have constructed with our training and initial project activities. We are especially proud of the accomplishments of the Mothers’ Associations, and see them as an important model for Benin and perhaps other countries as well. We have been pleasantly surprised at the level of interest women, who have been largely excluded to this point, have taken in the education sector—in following up on their children, in promoting the best possible environment in which their children can learn, and in contributing their time and resources to the general community effort that, in conjunction to the government’s own efforts, provides the hope that this country will put its system back on track for the profit of the nation’s future generations.

World Education is well-positioned to bring maximum synergy to USAID’s efforts to improve primary education in the country, and we have consciously tried to do this throughout our programs here. Our work with USAID, JICA, AGeFIB, Plan, Aide et Action, MCDI, the World Food Program, USDoL, JICA, and others has always been built around reinforcing the role of parents and civil society stakeholders in the formal education sector. We are grateful for the opportunity to carry on with this work in the context of the CASE project.

SCHOOL PROJECTS CO-FUNDED BY WORLD EDUCATION AS PART OF CASE PROJECT

N°	District	Parents' Assn. (School)	Project Number	Type of Project	Project Budget	Contribution parents	Contribution World Educ	Funds remaining	Duration
	APLAHOUE	TOUVOU	s/n	Construction study hall, electrification	1,939,900	387980	1551920	0	2 mos.
2		DJIKPAMEY	05-12/ACMS/T/114/CO	Large diameter well	2,020,600	404,200	1,616,400	0	4 mos.
3		ITOUHOUE	s/n	Constr. 2 classrooms	2,217,750	443,550	1,774,200	0	3 mois
4		MIAGNON (TOUVOU)	04-12/ACMS/VH/8/CF	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2006
5		LAVAGNON (DEKPO)	04-12/ACMS/VH/7/CF	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
6		MIOVIWOAGNON (DJIKPAMEY)	04-11/ACMS/VH/6/CF	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
7		MIAGNON (ITOUHOUE)	04-11/ACMS/VH/1/CF	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
8	DJAKOTOMEY	AIISANHOUE	05-12/ACMS/Q/115/CO	Corn mill	1,830,300	366,100	1,464,200	0	2 mois
		AIISANHOUE	s/n	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
9		GOHOMEY	05-03/ACMS/Mob/39/CF	Mobilier	1,620,000	324,000	1,296,000	0	2 mois
10		Evintchi (GOHOMEY)	04-11/ACMS/VH/2/CF	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
11		AKPENONMAWOU (AISSANHOUE)	04-11/ACMS/VH/4/CF	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
12		EVIGNON (SAHOUSOHOUE)	04-11/ACMS/VH/5/CF	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
	Communes	APE/AME (ECOLE)	N° du projet	Nature du projet	Cout du projet	Contribution parents	Contribution World Educ	Restant à mobiliser	Période d'exécut°
13	HOUEYOGBE	KINDJI	05-12/ACMS/M1/116/MO	Constr. 3 class-rooms	2,604,900	520,980	2,083,920	0	6 wks.
14		DJIBIO	05-03/ACMS/TA/41/MO	Food processing	930,100	186,020	744,080	0	On-going
15		SOLAGNON (TOHON)	05-02/ACMS/VH/18/MO	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
16		VSSENOU (DJIBIO)	05-02/ACMS/VH/19/MO	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
17		BIOVA (HAINDE)	05-02/ACMS/VH/20/MO	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
18		VIHOUTOU (DOUTOU)	05-02/ACMS/VH/21/MO	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
19		OIGNIALE (TOGBONOU)	05-02/ACMS/VH/22/MO	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
20		MISSITE (KINDJI)	05-02/ACMS/VH/23/MO	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
21		VIKPEYETON (DIDONGBO)	05-02/ACMS/VH/24/MO	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
22		VINONNYE (MANONKPO)	05-02/ACMS/VH/25/MO	HIV/AIDS	370,000	90,000	280,000	0	01/02-30/06/2005
23		DIDONGBO	05-03/ACMS/TA/40/MO	Food processing	930,100	186,020	744,080	0	On-going
24		DOUTOU	05-03/ACMS/JG/42/MO	Gardening	547,900	109,580	438,320	0	On-going

25	LOKOSSA	KOUDO/COOPAHA	03/ACMS/M1+Mob/35/C	Study hall constr.	1,986,850	397,370	1,589,480	0	2 month(s)
26		VIDOLE (KOUDO/COOPAHA)	04-11/ACMS/VH/3/CF	HIV/AIDS	390,000	90,000	280,000	20,000	01/02-30/06/2005
	Communes	APE/AME (ECOLE)	N° du projet	Nature du projet	Cout du projet	Contribution parents	Contribution World Educ	Restant à mobiliser	Période d'exécut°
27	NIKKI	NIKKI-OUENOU	05-02/ACMS/VH/28/BO	HIV/AIDS	315,000	100,000	215,000	0	3 month(s)
28		GBARI	05-02/ACMS/VH/29/BO	HIV/AIDS	325,000	100,000	225,000	0	3 month(s)
29		TCHIKANDOU	05-02/ACMS/VH/30/BO	HIV/AIDS	325,000	100,000	225,000	0	3 month(s)
30		TONTAROU	05-02/ACMS/VH/31/BO	HIV/AIDS	340,000	120,000	220,000	0	3 month(s)
31		SEREWONDIROU	05-02/ACMS/VH/32/BO	HIV/AIDS	250,000	100,000	150,000	0	3 month(s)
32		TASSO	05-02/ACMS/VH/33/BO	HIV/AIDS	325,000	100,000	225,000	0	3 month(s)
33	KANDI	PEDE	05-04/ACMS/M1/46/AL	Constr. 1 classroom	1,638,150	327,630	1,310,520	0	3 month(s)
34		DODOPANE	05-01/ACMS/VH/65/AL	HIV/AIDS	270,000	80,000	190,000	0	3 month(s)
35		KANDI-FO	05-02/ACMS/VH/34/AL	HIV/AIDS	260,000	80,000	180,000	0	3 month(s)
36		KANDI-FO	05-06/ACMS/Mob/62/AL	Constr., furnishing 3 classrooms	18,478,038	16,693,238	1,784,800	0	50 jours
37		TISSAROU	05-01/ACMS/VH/15/AL	HIV/AIDS	360,000	115,000	245,000	0	3 month(s)
38		SONSORO	05-01/ACMS/VH/16/AL	HIV/AIDS	225,000	90,000	135,000	0	3 month(s)
39		SINAWONGOUROU	05-01/ACMS/VH/17/AL	HIV/AIDS	260,000	80,000	180,000	0	3 month(s)
40		PEDE	05-01/ACMS/VH/10/AL	HIV/AIDS	395,000	130,000	265,000	0	3 month(s)
41		TOUKOU	05-01/ACMS/VH/11/AL	HIV/AIDS	310,000	95,000	215,000	0	3 month(s)
42		MONGO	05-01/ACMS/VH/12/AL	HIV/AIDS	260,000	80,000	180,000	0	3 month(s)
43	PERERE	BOUGNAKOU	05-06/ACMS/VH/64/BO	HIV/AIDS	250,000	80,000	170,000	0	3 month(s)
44		ALAFIAROU	05-06/ACMS/VH/63/BO	HIV/AIDS	250,000	80,000	170,000	0	3 month(s)
45		KPEBIE	05-02/ACMS/VH/26/BO	HIV/AIDS	195,000	80,000	115,000	0	3 month(s)
46		SONTOU	05-02/ACMS/VH/27/BO	HIV/AIDS	195,000	80,000	115,000	0	3 month(s)
47		DODOWON	05-01/ACMS/VH/13/BO	HIV/AIDS	185,000	60,000	125,000	0	3 month(s)
48		GNINSY	05-01/ACMS/VH/14/BO	HIV/AIDS	175,000	80,000	95,000	0	3 month(s)
		DODOWON	05-08/ACMS/Q/93/BO	Food processing equip.	668,310	133,670	534,640	0	Dec-05
49		ALAFIAROU	05-08/ACMS/MI/92/BO	Constr. 1 classroom	1,819,325	363,825	1,455,460	40	1 month(s)
TOTAL					49,072,323	23,816,183	26,788,020		